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ABSTRACT

This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering quality reading instruction and as models for improvement where there is a need for change. This second booklet presents the concept of community education and stresses the need for community involvement in education in implementing Right to Read literacy efforts. An outline for writing proposals is offered to help local Right to Read directors, advisory council members, faculty, and administrators. Suggestions are presented on methods to involve the community and parents specifically in community education efforts. A sample parent information survey form is included. (AEA)

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Wisconsin
Handbook for Reading Improvement
Section B- Right to Read & the Community

developed by
Wisconsin Right to Read Effort

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

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FOREWORD

The ability to read assumes added dimensions and relevance in a constantly changing world. There is increased national and state emphasis on improved reading instruction in public schools in response to changing needs. To equip learners to function effectively as adults in this climate of change, educators are charged with the complex task of offering instruction which will permit all learners to read to the limit of their potential.

The materials in this handbook are presented for two reasons: (1) to provide resources which will assist Wisconsin public schools to continue to offer high quality reading instruction, and (2) to provide a model for improvement where the need for change has become evident. The concepts and activities presented are representative of methods and approaches which hopefully will lead to a keener understanding and full-scale implementation of the components of an effective K-12 reading program.

Eunice Bethke, Ph.D.
Chief, Reading Section

Wisconsin Handbook for Reading Improvement

Section A- The National, State & Local Right to Read Effort
Section B- Right to Read & the Community
Section C- Advisory Councils
Section D- Publicity & Public Relations
Section E- Assessment
Section F- Staff Roles & Responsibilities
Section G- Inservice
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Bulletin No. 8557

RIGHT TO READ AND THE COMMUNITY
THE CONCEPT OF COMMUNITY EDUCATION

In today's complex and specialized society the approach to problem solving can be quite fragmented. Individual groups, agencies, and institutions often work independently and in isolation to solve problems which might concern others in the community as well. Problem solving might be facilitated by providing a mechanism through which isolated individuals, groups, agencies and institutions could share human, physical, and financial resources. Although communities vary greatly, all have human and physical resources that can be identified and mobilized for problem solving.

The community education philosophy advocates the creation of such a mechanism. It encourages the development of a coordinated and comprehensive delivery system to provide educational, recreational, social and cultural services for all the people in a community. As such, it is a dynamic approach to community problem solving. Ideally, community education is totally responsive to expressed community needs. The needs of the community and of individuals within the community provide the foundation from which community education programs emerge. Community education is not static, but flexible and fluid, in response to changing community attitudes and needs.

How are the public school system and community education related? Community education is not a separate component of a public educational system, but the philosophical base from which the entire system operates. It is an intertwining thread which influences and enhances all activities undertaken by the education system.

It is a perspective from which needs are identified and solutions formulated. An educational institution which adopts a community education philosophy recognizes the relatedness of all problems within a community, whether they are social, recreational or educational. The institution exercises a great leadership role in the planning and implementation of programs to help solve those problems.

To facilitate the adoption of a community education philosophy, Boards of Education, other governing bodies and administrative staffs can:

1. Develop organizational and staffing plans at all appropriate levels to move community education from the periphery into the heart of the education system;
2. Function cooperatively with other agency, institutional, private business and government leaders so that education and community life are interwoven;
3. Establish school, district, and state community education councils to enhance communication, provide advisory services and participate in decisions appropriate to their defined responsibilities;
4. Utilize existing educational facilities and/or other public facilities as community centers to increase educational and social services and avoid costly duplication;
5. Develop and implement evaluation standards to assure that the fundamental goals and objectives of their community education program are being achieved.

Boards of Education should realize that community education is not just a new program or series of programs attached to the existing "schoolhouse" notion of education. It is fundamentally and essentially a process that is developed through community involvement and interagency cooperation. It is people working together over a period of weeks or months to identify community problems and design ways to alleviate those problems.

The community education process can lead to programs in a variety of areas, including recreation for children and adults, health services or expanded school curriculum. The genius of the concept lies in the involvement of citizens, school administration and faculty, students and other community groups in the mobilization of all resources to satisfy the educational, social, cultural, health, recreational and leisure wants and needs of members of that community.

The development of community education necessarily implies educational change. Two key factors should be considered if educational changes within a community are to be effective. First, *the community should view positively those who seek educational change;* second, *the community should be convinced that the proposed changes will fulfill a vital need and will not disturb traditional beliefs and values.*

The following *factors can help bring about changes* in support of community education:

1. Utilization of all available community resources to meet the community's needs.
2. Formation of a partnership between the community and the educational institutions.
3. Development of a good communication system between the community and the educational institutions.
4. Involvement of people from all walks of life in policy making.
5. Realization of the interdependence among people in the community.

THE NEED FOR COMMUNITY INVOLVEMENT IN EDUCATION

It is the public's attitude toward school that determines the level of moral and financial support a school program receives.

Breaking Barriers to Work Together

In schools across Wisconsin, educators are working to remove invisible barriers which in the past discouraged community involvement in the day-to-day life of the schools. Parents who knew school visits only as times to receive bad news are now entering school life as welcomed helpers. Many are learning, perhaps for the first time, how much is involved in teaching children to read. Other parents are happily putting to use a long-time interest in the schools as they perform valid, important volunteer duties.

It is time for schools and communities to develop a more healthy relationship. What is needed is a symbiosis in which schools and community live together for mutual benefit, motivated by common goals and sustained by common concerns. To be successful, such a symbiotic relatonship must involve sharing problems, responsibilities and resources.

The schools belong to the community. They may not improve or expand services unless the citizens of the community become actively involved as planners, organizers, attenders, workers and partners. Education is a responsibility that should be shared among schools, teachers, students and parents and the community. Each has a right to participate in many phases of the educational process.

The school's responsibility goes beyond its pupils to the parents and the community. Its clientele is not composed solely of its student enrollment; rather, schools should seek ways to coordinate educational programs in the community.

Knowledge of the school community and familiarity with the backgrounds of students is not a marginal aspect of a teacher's and administrator's job. A student brings to school a background that has shaped his/her character and personality. While the school and its staff influence the student's life, the community and home environments also have a great impact. The principal and staff should be aware of as many of these factors as possible in order to individualize instruction or improve a student's chances for success in school.

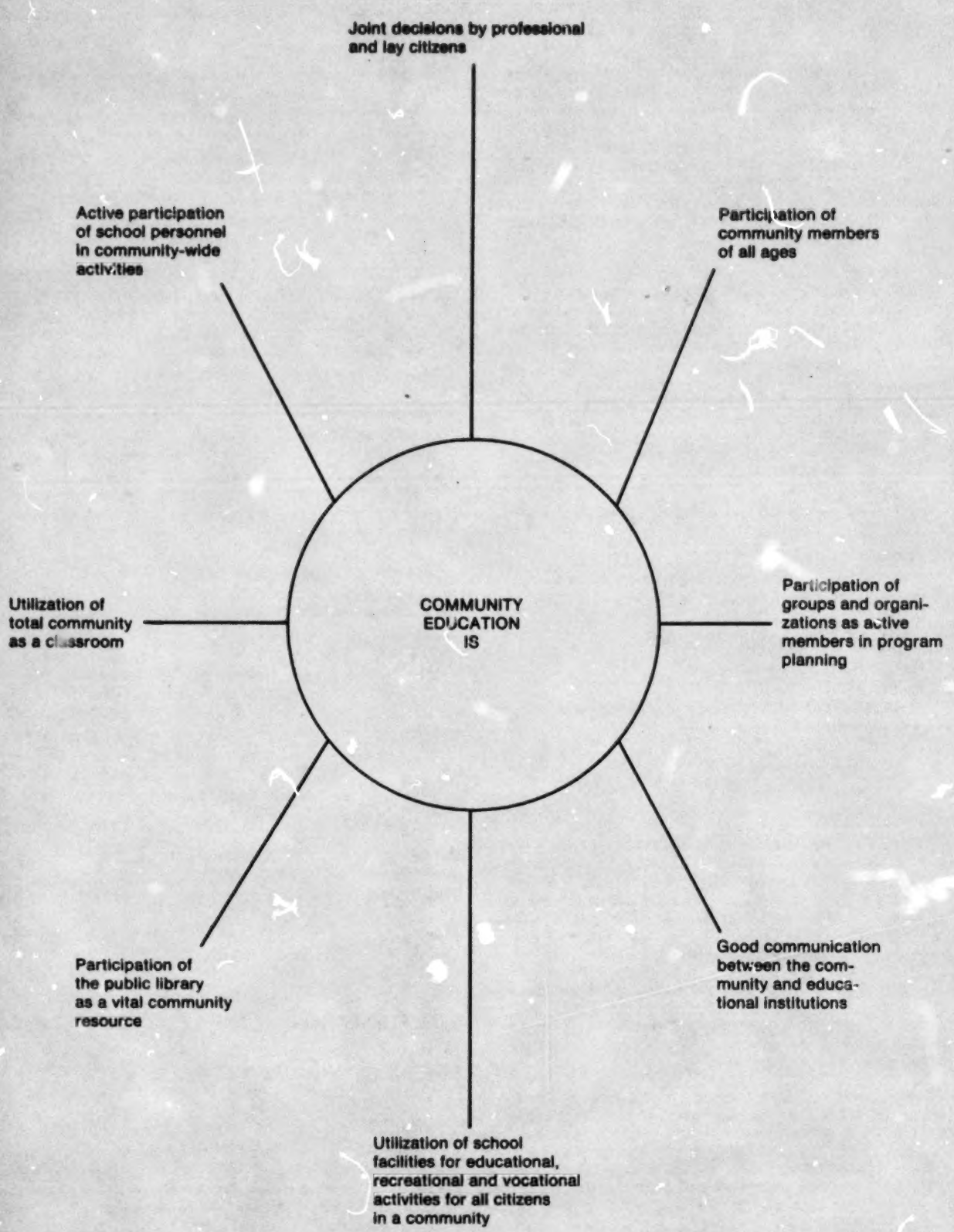
In addition, uninformed or nonexistent relations between schools and communities often have unfortunate results. Reasonable budgets are turned down by irate voters, there is lack of public confidence in educational programs and innovations and the public feels uncertain about the educational programs provided by the schools.

If school is going to be of maximum benefit to its students, it should develop close working relationships between the school and the parents. Such relationships can be built upon an open system of communication. This requires mutual trust, confidence, acceptance and respect.

Parents must be directly involved with the schools in the ongoing educational program. Involvement cannot be peripheral through PTA meetings, class trips, report cards and occasional conferences. Parents must feel welcome, needed and accepted by school people.

The local Right to Read director or Advisory Council can take the initial steps in involving the community by identifying its real and perceived literacy needs. With that information one can then begin constructing the foundation of the local Right to Read Effort.

The local Right to Read director or the Advisory Council will need to identify people who have the trust and respect of the community and who occupy formal or informal positions of leadership. Key contact people will be able to give some information about why and where specific programs are needed. Do not keep any groups or individuals from becoming involved because they represent a different point of view. They should be discussing their differences; in addition, they may well be able to provide you with good ideas on how the planning and implementation of a program can be improved.


Joint decisions by professional and lay citizens
Active participation of school personnel in community-wide activities
Participation of community members of all ages
COMMUNITY EDUCATION IS
Utilization of total community as a classroom
Participation of groups and organizations as active members in program planning
Participation of the public library as a vital community resource
Good communication between the community and educational institutions
Utilization of school facilities for educational, recreational and vocational activities for all citizens in a community

DEFINING "COMMUNITY"

As a local Right to Read director one of your first priorities will be to define the "community" in which you hope to work. You may choose to define your community as a single classroom, a school building, or an institution. You may wish to define community as a school or community college district or several districts. Perhaps you will be able to define community as an entire city or county. After determining the boundaries of your community, you can then identify those who might utilize services offered to provide the resources necessary to implement programs.

Needless to say, the consumer and supplier roles are not rigid. A group or an individual who may request a service one month may provide resources the next. Therefore, the involvement of those initially identified as potential utilizers and potential resources should be encouraged from the inception of a school/community literacy effort.

Listed below are some possible Right to Read communities:

An Educational Service Region
An elementary school district
A single classroom
A high school district and its feeder elementary district
A high school district
A bilingual center
A combined elementary and high school district
A Junior/Community College
An [illegible] reading program
A migrant program
A preschool
A city or town
A single school building and/or the people living in the area served by the school

SHARING THE RESOURCES

There are many ways that educational institutions can share their resources. A building or factory is a major resource which could be available to the community all day, every day of the year. Most schools make facilities available to community organizations on request. However, there are many other ways in which the facilities could be used throughout the year for a variety of community activities.

One way to facilitate and encourage such cooperation is to prepare a brochure which indicates the school's interest in having its resources used, lists and describes the type of facilities available, and includes a simple form which groups can complete to reserve space.

Listed below are various ways in which educational institutions can share their human resources with the community.

Hold an "*out*service" day, instead of an inservice day. On an outservice day, every staff member who is interested can be excused from the regular school inservice program to perform some volunteer service for the community.

Survey all members of your staff to find out who would like to help community groups and what talents, interests, or competencies he/she possesses. Then develop a staff resources file for distribution to community organizations. This file would list all the services that school staff members are ready to provide. Information about the name, address and phone number of the staff member, the services to be offered and the hours when he/she is available should be included in the file.

Develop a community organization contact file. Give the faculty a complete list of organizations in the community and select volunteers to act as liaisons between the school and each organization. Quite often you will find that teachers are members of these organizations or have family or friends who are members.

Provide teachers and administrators with released time to work with a community organization. While it is important to keep such work within reasonable limits, there should not be great difficulty in occasionally covering a class for a teacher who wants to start a tutoring program in a community center or present a luncheon program for a service club.

A survey could be made of the community resources that would be useful for the entire school. The inventory should be as comprehensive as possible, and include these categories:

Organizations:	professional, civic, athletic, religious, service, commercial, political, ethnic.
Buildings:	museums, libraries, office buildings, retail stores, shopping centers, homes, city and township government offices, arts and crafts studios, factories, auditoriums.
Athletic and Recreational Facilities:	pools, bowling alleys, skating rinks, playing fields.
People:	artists, craftsmen, professional people, businessmen.

SEEKING COMMUNITY SUPPORT FOR RIGHT TO READ: GROUPS AND KEY PEOPLE TO CONTACT

There are many groups in every community that can help with a local Right to Read effort. The list below is by no means complete. Rather, it is included here to help you begin to think of all the people and organizations whom you might want to contact for all types of assistance.

Group	Key People
District Admin.	Board of Education Superintendent Assistant Superintendent Principals Curriculum Directors
Building Staff	Principal Department Chairpersons Officers of teachers' organizations
Parents	Officers of Parent-Teacher organizations Opinion leaders Members of education-affiliated Advisory Councils or Committees
Senior Citizens	Officers in RSVP Managers of nursing homes Officers in senior citizen's clubs
Students	Officers of student councils Student members serving on Advisory Councils Officers of student clubs
Civic Groups: Kiwanis, Elks, Rotary, Lions, Junior League, Eastern Star, Exchange Club, AAUW	Officers, President, Secretary, Publicity Chairperson
Service Groups: YWCA, YMCA, Fire Departments, Salvation Army, Goodwill, Red Cross, Public Library, NAACP	Organization directors Board officers, President, Secretary-Treasurer
Bankers/Banks	Board and officers
Human Relation Groups	Officers
Community Industries	Board and officers, Chairperson, Secretary, Treasurer, directors of industry, managers, foremen
Churches	Pastors Officers on lay boards
Local Community Colleges, Colleges and Universities	Deans of Community Service Departments Staffs of reading/communications labs or clinics Heads of community education, adult education, early childhood development programs

Table 1

Identification of Present Community Involvement in Literacy Efforts

This table will help determine the extent to which your community is presently involved in literacy efforts.
Directions:
1. Check "yes" or "no" for each question.
2. List evidence to support your answers.

	Yes	No	List of Examples
1. Do any educational committee or councils exist in your community? List educational committees you have identified.			
2. Are various organizations or population segments represented in those committees? List groups represented on each committee.			
3. Do lay citizens from your community serve as volunteers in the educational institutions? List which institutions use community volunteers.			
4. Do lay citizens from your community serve as special resource people in the educational institutions? List which educational institutions use lay citizens as special resource people.			
5. Are lay citizens involved in curriculum planning in the schools? List the ways citizens contribute to curriculum development.			
6. Are school-sponsored activities which are available to the total community well attended? List some representative activities.			
7. Is there a summer educational program in your community? List which institutions (s) offer summer programs for youth and/or adults.			
8. Are the schools utilized for community recreational purposes? List the recreational activities held in school buildings or on school grounds.			
9. Is there an adult literacy program in your community? List formal and informal adult literacy programs.			
10. Is there a public library or school library available for general community use? List libraries open to the public.			
11. Are there special services (evening hours, meeting rooms, story hours, etc.) offered by any of these libraries to encourage patronage? List these special services.			
12. Are there vocational programs for adults in your community? List the vocational programs serving adults.			
13. Do any industries offer educational programs in literacy for their employees? List any such programs.			
14. Does the community college serving your area have literacy programs for people in your community? List these programs.			
15. Is there an educational program for teenage dropouts in your community? List the program (s) offered for dropouts.			
16. Are there preschool programs in your community? List existing public and private preschool programs.			
17. Is there a Head Start or similar preschool program in your community? List the program (s).			
18. Do school faculty and administrators participate actively in the community? List the ways in which school personnel contribute to community programs.			

Table 2 Sample

Community Participation: Physical, Material, Human Resources

Directions:
1. Define the Right to Read "community."
2. List individuals and groups who may provide resources.
3. Identify the kind of resource (s) provided.
4. List contact person and his/her address and phone number.

Group/Individual	Resource	Name of person to contact	Address	Telephone
1. Senior Citizens	Human - Volunteer tutors			
2. Local printer	Material - Paper and printing services			
3. Local manufacturing company	Financial - Money for Advisory Council budget			
4. Students	Human - Volunteers for community surveys			

STATE AND FEDERAL FINANCIAL RESOURCES

People working on local Right to Read efforts should be aware of special grant programs sponsored by the state or federal government that could bring financial resources to help the program. State and federal monies appropriated for local education agencies often seem just beyond the reach of educators. Writing proposals for special grants can appear too confusing and time-consuming to be rewarding. Regulations, guidelines, deadlines and competition keep many local education agencies from applying.

The following suggestions for writing proposals were designed to help local Right to Read directors, Advisory Council members, faculty and administrators who may not have had experience writing proposals. While this outline is not all-encompassing, it can be easily adapted to fit your specific needs.

PREPARING A PROPOSAL

Do Your Homework—Know the Legislation

If the legislation has already been enacted into law or even if it is in the proposal stage, obtain copies of the Act or Bill from your Congressman or State Education Agency and study them carefully. For advice and counsel, be sure to contact the nearest local or state representative with whom you will be dealing. He/she can tell you what format is required and can also provide you with required program guidelines if they are available.

Share the Load

It is imperative that a committee be formed that consists of those persons who will be served or their representatives. Although one person should be responsible for coordinating the task, proposal planning and development is not a one-person operation. The people involved in the implementation of the program should be consulted. The use of knowledgeable manpower, expertise, materials, and equipment reveals a local commitment and increases the likelihood that the program will continue after the federal funding ends.

Secure Information

Review the research and literature pertaining to the problem about which you are concerned. Copies of laws and amendments that apply to your problem are helpful. Federal regulations and federal and state guidelines will provide information about application procedures, eligibility standards, deadlines, and funding limitations. Familiarize the staff participants with the problem and related terminology.

Conduct a Needs Assessment

Analyze the problems which beset your community, especially those that relate to the proposed Act or Bill. What is perceived by the community, administrators, and teachers as a problem may be quite different than that determined from data collected through a needs assessment study.

A systematic needs assessment delineates the difference between "what is" and "what should be". The discrepancy is the "need". This allows for the identification of priorities among a range of potential needs and provides a justification for focusing attention on some needs and not on others. Information may be found in school attendance reports, discipline reports, test scores, teacher reports, student comments, and from scientifically developed instruments which may be purchased and administered by local education agencies.

Write a Proposal Describing Your Plan

While the specific format will vary, depending on the requirements of the various funding agencies, the following general sections should be included in any proposal you prepare:

Introduction - Your introduction should be brief but comprehensive. It should describe the community problem you plan to tackle, the lack or inadequacy of present resources and how the proposed program would help local citizens achieve economic and educational advancement.

Objectives - List the objectives which the contemplated program is designed to achieve. Make them very specific, and classify them by groups. Do not be afraid to say the obvious. For example, the objectives of a Literacy Program for Vocational Training could be:

For Participants: Boosting the reading and communication skills of the population to be served.

For the School: Increasing the interest of parents in school activities and the education of their children.

For the Community: Increasing the number of literate, well-trained people for the job market.

Program Description - Describe in narrative form the nature of the program, funds for which application is being made and the local agency or agencies which you will involve in carrying out the program.

Geographic Area Served - Include a description of the area to be served, the number of individuals who would benefit by the program, and the means by which the geographic area and eligibility factors were determined: census data, community surveys, standardized test scores and similar sources.

Program Design - Include such items as when the program would begin; a comprehensive description of the target group; demonstration procedures (control groups, evaluation plans, etc.) if the program is to be experimental in nature; inservice education for instructors and administrators; community or multiagency participation; compensation to participants (if permitted by the program); and relationship to the community's total education program.

Program of Instruction - Focus on the course-of-study outline, including a short introduction describing the general areas which will be covered and the premise on which the program has been based. Also include units of instruction and levels of instruction, if they seem appropriate.

Administration and Personnel - Describe administrative and other personnel requirements and, if possible, include an organization chart. Prepare a short statement of duties for each different personnel classification for which you seek funds.

Budget Request - Details of this section will vary, depending on local budgetary practices and on the requirements of the funding agency. However, the following general categories should be considered.

Salaries - teachers, administrative personnel, clerical and other noncredentialed personnel costs, other support personnel (consultants, etc.)

Equipment

Transportation and travel expenses

Instructional materials and textbooks

Capital outlay (construction of facilities) where permitted

Operation and maintenance costs

Fringe benefits and fixed charges

It is important that you arrive at a per-pupil and/or a per-class cost for your program.

Refine and Test Your Proposal

Revise, refine, and develop your project proposal. Check it with key people in the sponsoring agency and with the Right to Read Advisory Council. Test it against any existing local, state, or national plans to be sure that duplication of effort is held to a minimum.

Submit a Neat, Attractive Proposal

Have the required number of copies typed and duplicated. Do not submit a proposal with erasures or corrections. A neat-looking brochure cover or notebook cover will help your proposal's chance of acceptance. Or, if you prefer, print a simple cover and bind your proposal with a plastic binding.

Do not overwrite. Provide enough material to cover your program adequately, but avoid needless details that will make your proposal long and laborious to read.

Submit Your Proposal

When your proposal is complete, neatly printed, covered and ready to go, send it to the address listed in the funding guidelines. The proposal must arrive on or before the due date.

REMEMBER: A project proposal must be a cooperative enterprise. The key is involvement of interested helpers and advisors. There are no specifics or absolutes in preparing a project proposal. The most important advice is to have a plan and follow it.

SOURCES OF FURTHER INFORMATION

American Education: The July issue of this periodical, published by the U. S. Office of Education, provides a guide listing all of the current Office of Education administered programs. The guide describes the type of assistance, authorizing legislation, purpose, appropriations, who may apply and where to apply for each. A single copy of the "Guide to Office of Education Administered Programs" may be obtained free from *American Education,* P.O. Box 500, Bryans, Maryland 20616. Multiple copies may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402 at 30 cents each (25 percent discount on orders over 100). When ordering please specify 017-080-0140-6.

Catalog of Federal Domestic Assistance (CFDA): Federal publication containing a government-wide listing of federal grant-in-aid programs. The CFDA contains a segregated listing of education assistance by federal department and is published annually by the Office of Management and Budget (OMB).

Code of Federal Regulations (CFR): The regulations published in the Federal Register, if permanent and not revoked, are incorporated into the annual publication of the Code of Federal Regulations. The CFR contains information designed to implement, interpret, and describe procedures and practice.

Federal Register: A publication printed by the federal government which contains rules and regulations, notices of deadlines for grant applications, and information about the submission of proposals. It is printed daily.

United States Code (USC): Codifies legislation passed by Congress and signed by the President. Public laws are cited as: P.L. 92-318—the "92" referring to the Congress, and the "318" referring to the number of the law.

METHODS OF INVOLVING THE COMMUNITY IN LITERACY EFFORTS

I. Personal Contact

There are many methods of involving members of a community in literacy efforts. Your first contact with people will probably be your most important. Although many educational organizations have had success by using written communications, personal contact is a most effective means of sharing ideas or information. There is no substitute for getting to know people who can help in your Right to Read efforts.

By meeting people personally you will be able to find out what citizens are thinking and who controls the action in the community. You need to know the strong and the weak points of your community. Make sure the people you talk to understand your role as a Right to Read director and how Right to Read can benefit the community. You can have personal contact with people by giving speeches at group meetings, visiting educational institutions that might help in a literacy effort and participating in community events. Try to involve all of the key people in your community. Involvement might include simply asking a knowledgeable individual for advice and guidance.

Take advantage of every available opportunity to distribute Right to Read literature, participate in an exhibit or give a talk to a local group. Try to get your friends and coworkers involved in your literacy efforts.

Be sure you have done your homework. In your conversations with people, you will be expected to answer many questions about Right to Read. If you are asked a question which you cannot answer, offer to research the question and call that person later with the answer.

Personally follow through on as many of your activities as possible. Very often this personal touch can make the difference in whether or not you gain cooperation. Be sure to thank individuals and groups for giving you their time. A note of appreciation to people who contribute their services is always a good idea.

You can probably think of many other methods of involving people. Whatever works best for you and your community should be pursued.

II. Local Right to Read Advisory Council and Task Forces

After you have made initial contact with the people in your community, you will become involved in activities which require a more formal structure. Establishing an Advisory Council will provide you with a systematic way in which activities can be planned and implemented.

You may find that it is not possible for the Advisory Council members to accomplish all of the Right to Read objectives themselves. If this happens, Task Forces of the Advisory Council can be established. A Task Force is a working committee organized on a tempoary basis for the purpose of accomplishing a specific task or tasks. A Task Force is usually disbanded when its purposes have been accomplished. Many community members will become involved in Right to Read through the activities of the Advisory Council and its working Task Forces.

For more detailed information about organizing and working with community Advisory Councils, please refer to the Manual.

III. Community Literacy Needs and Resources Assessment

If you decide to conduct a survey, you may need many people to help plan, structure and distribute the survey. The data collected will then have to be tabulated and analyzed. The Advisory Council, school staff, community groups and industry can contribute to this activity. Do not overlook students as a possible resource to tap when surveying community needs and resources. For further information on assessment and planning strategies, please refer to the Manual.

IV. Literacy Program Implementation

When the assessment of community needs and resources is complete, your Advisory Council will make recommendations for planning and implementing literacy programs to meet uncovered needs using existing resources. Additional community members will then become involved both as resource personnel and as people benefiting from new or expanded literacy services.

COMMUNITY INVOLVEMENT ACTIVITIES

Listed below are examples of activities which have been used in the past to aid community education efforts. These examples are quite general in nature. Determine which might be appropriate for involving your community, or develop your own if necessary.

1. Gain support for your Right to Read effort from those making administrative decisions. In a school district, this could be the school administration and the Board of Education. You may want to schedule a time when you can be on the Board of Education agenda to introduce the concept of Right to Read.

2. With the help of knowledgeable people, formulate a Steering Committee on Literacy. You may want to have your Board of Education help make the selections. The Steering Committee could organize initial Right to Read efforts, recommending candidates for a local Right to Read Advisory Council, or it could later become the Right to Read Advisory Council.

3. Whenever necessary, hold meetings with the school administration, the Board of Education and the Right to Read Advisory Council. These meetings can be designed to report progress, share new information and make decisions concerning the development of a literacy effort.
4. Arrange to have your Advisory Council visit an existing literacy program which is similar to one that might be established in your community.
5. Try to gain broader community support by inviting the community residents to Advisory Council meetings.
6. Publicize your Right to Read efforts through newspaper, radio, television and exhibits.
7. Obtain permission for you or an Advisory Council member to visit educational programs to explain your literacy efforts to the school personnel.
8. Conduct a survey to assess the literacy-related needs and resources in your community. Use Advisory Council members and all types of volunteers in every phase of the inventory.
9. Arrange training sessions on the topics of program planning and human relations for the Advisory Council or school personnel. They in turn can work with others in the community, thereby increasing the number of people who possess these skills and awarenesses.

Table 3 Sample

Strategies for Involving the Community in Literacy Efforts

Directions:
1. Develop a list of strategies for involving your community in literacy efforts.
2. Fill in the rest of the Table as you complete each strategy.

Strategies for involving the community in literacy efforts	Beginning Date	Completion Date	Outcome	Comments
Have a Right to Read Booth at the county fair	7/11/75	7/15/75	Offered information to 500 people.	Distributed Right to Read brochures available from the Illinois Office of Education as handouts.
Visit all of the local schools and present an overview of the Right to Read Effort.	9/30/75	10/10/75	Made contact with all administrators and faculty members	Used the Right to Read film. Invited active participation in the Right to Read Effort.

RIGHT TO READ
PRINCIPLES FOR PARENT INVOLVEMENT

1. Inform parents continuously of how their child is progressing in school. Do no wait until a youngster develops reading problems before you try to establish a working relationship with the parents.
2. Provide information for parents on how they can reinforce reading in the home.
3. Find ways to involve parents to utilize their interests, desires, and skills most effectively. Make parents feel welcome, wanted, and needed.
4. Develop a file of community resource people, identifying those who can perform specific tasks when needed.
5. Start with a small program that involves parents in real tasks. Plan programs and activities that would interest students, teachers and parents. Provide for the evaluation of each activity.
6. Realize that parents are not apathetic. If they do not come to the school, it is probably because the school has not encouraged them.
7. Involve parents, students and teachers in the development of educational goals.
8. Open your school for public use. Schools should become centers that help families.
9. Help the school take on the character of the community it serves.
10. Ask parents to take responsibility for involving other parents by keeping them informed and seeing that their ideas receive attention.
11. Develop a telephone network, a courier network, or an information dissemination process based on residence, friendship patterns, and organizational affiliations, so that a plan for reaching parents is organized.
12. As parents become more comfortable and confident in their dealings with the school, be ready to accept constructive criticism and suggestions. The perspectives that parents can offer might well help you improve your literacy program.

PARENT INFORMATION SURVEY

*Mother's response
**Father's response

Number of children in school _____
Grade levels of children in school _____ _____ _____ _____ _____ _____

	AGREE STRONGLY	AGREE SLIGHTLY	DISAGREE SLIGHTLY	DISAGREE STRONGLY	DO NOT KNOW	
1. Instruction to meet the needs of children according to their abilities is being practiced in my child's classroom.						*
						**
2. The use of parents as volunteer aides is valuable to my child's learning.						*
						**
3. There is general support for the schools in the community.						*
						**
4. Students do not progress to a higher level until they have made satisfactory achievements at their present level.						*
						**
5. The school is meeting needs of my child.						*
						**

PARENT INFORMATION SURVEY (con't)

	AGREE STRONGLY	AGREE SLIGHTLY	DISAGREE SLIGHTLY	DISAGREE STRONGLY	DO NOT KNOW	
6. I would attend evening and/or day information meetings if day-care service were provided at school.						•
						••
7. My child's teacher is available to talk with me when the need arises.						•
						••
8. The principal has been available for conferences to discuss the needs of my child.						•
						••
9. I feel free to register complaints and concerns with appropriate school personnel.						•
						••
10. Over the past year, I have been informed, invited, and involved to the level of my satisfaction.						•
						••
11. The schools provide adequate information to the community about their services.						•
						••
12. My child's teachers have adequately informed me of his/her progress.						•
						••
13. My child is developing a positive attitude toward school.						•
						••
14. My child is assuming more responsibility at home and at school.						•
						••
15. My child is gaining in self-confidence.						•
						••
16. My child is developing good study habits.						•
						••
17. My child likes his/her teachers.						•
						••
18. My child enjoys the school environment.						•
						••

*Mother's response
**Father's response

From which source do you receive most of your information about school?

*	**		*	**	
_____	_____	Newspaper	_____	_____	Television and radio
_____	_____	School newsletters	_____	_____	Personal observation
_____	_____	School functions	_____	_____	Parent/Teacher conference

Other suggestions_____

What changes would you like to see at school?

*_____

_____

**_____

_____

What is the best thing school has done for your child?

*_____

_____

**_____

_____

Your further comments, suggestions, and observations:

*_____

_____

**_____

_____

_____

Signature (optional)

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